

## **READINESS TOWARDS ENTREPRENEURIAL PRACTICES: AN ANALYSIS OF ENTREPRENEURIAL INTENTION AMONG UNISEL STUDENTS**

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### **Abstract**

The aims of this research are twofold: (a) to identify the level of intention to entrepreneurial practices based on different gender, age and faculty; and (b) to examine the influence of students' readiness on entrepreneurial intention to practice among students at Universiti Selangor. 301 undergraduate students from four faculties at the Universiti Selangor are used as respondents for this study. The study finds that undergraduate students in the Universiti Selangor have moderate readiness toward entrepreneurial intention to practice in the future. This study signifies that personal attitude, perceived behavioral control, proactive personality and participation in entrepreneurial education positively enhance intention in entrepreneurial practice among students in the Universiti Selangor. Contrary, social norms do not a significant factor in entrepreneurial intention to practice. Perhaps, the students still not facing social pressure and nowadays they would prefer to be independent when making decisions about their future undertaking. This result is consistent with the Theory of Planned Behavior relating to the transformation of entrepreneurial intentions towards actions.

**Type of Paper:** Empirical Paper

**Keywords:** Readiness, Entrepreneurial Intention, Attitude, Subjective Norms, Perceived Control Behavior, Proactive Personality, Entrepreneurial Education.

### **1.0 INTRODUCTION**

Entrepreneurship has become an important element to scholars and also policymakers since its crucial responsibility in social and economic development (Brancu et al., 2015). However, the possibilities of higher learning education students to be transformed into entrepreneurs become an uphill task to the universities (Lucky & Ibrahim, 2015). Most students and graduates still have intentions on white-collar jobs, and they perceived entrepreneurship as a second career, despite its abundant advantages (Ibrahim & Mas'ud, 2016). As a result, this scenario has led to maximizing unemployment rates in Malaysia (Al Mamun et al., 2016). A survey conducted by Eduadvisor reported that more than 290,000 students graduated from Malaysia's education institutions each year, but only 1 out of 5 graduates continue to stay unemployed, the majority of them are graduates (Leo, 2019). Those unemployed graduates contribute to a 35% unemployment rate. Since the number of

graduates keeps rising every year, graduates are facing stiff competition amid a struggling economy. Therefore, it is believed that entrepreneurship plays an important role in economic development in a country where it creates job opportunities for fresh graduates to reduce unemployment (Urbano & Aparicio, 2016).

This situation suggests that entrepreneurship education in higher learning institutions unsuccessfully promoting awareness among students and cultivating a culture of entrepreneurship. According to Mohd Fauzi et al (2007) revealed education in entrepreneurship had been introduced in universities had failed to cultivate the characteristics of a successful entrepreneur. Ming et al. (2009) also supported education in entrepreneurship was also ineffective in motivating people to take part in business activities. This is in line with Othman et al. (2012) had found that the graduates that have become entrepreneurs temporarily involved in entrepreneurial activities just to fulfill their time right waiting for the job to be secured.

Therefore, the need to understand these students' entrepreneurial conduct becomes the main consideration because entrepreneurial education is not enough to turn them to be entrepreneurs without a strong intention (Taasila & Down, 2012). Krueger and Brazeal (1994) argued that individual behavior can be better predicted by his intention particularly if the behavior is unusual and not so easy to detect or forecast. In fact, the possibility of participating in entrepreneurship is more than individual desire. Moreover, understanding factors that influence students to participate in entrepreneurship are important research questions that need to be answered by students (Do Paco et al., 2015). Hence, this study will explore the readiness factors that may affect a student's intention toward participating in entrepreneurial activities.

## **1.1 Research Objectives**

The objectives of this research are as follows:

- a) To identify the level of intention to entrepreneurial practices based on different gender, ages and faculty.
- b) To examine the influence of students' readiness on entrepreneurial intention to practice among students at Universiti Selangor.

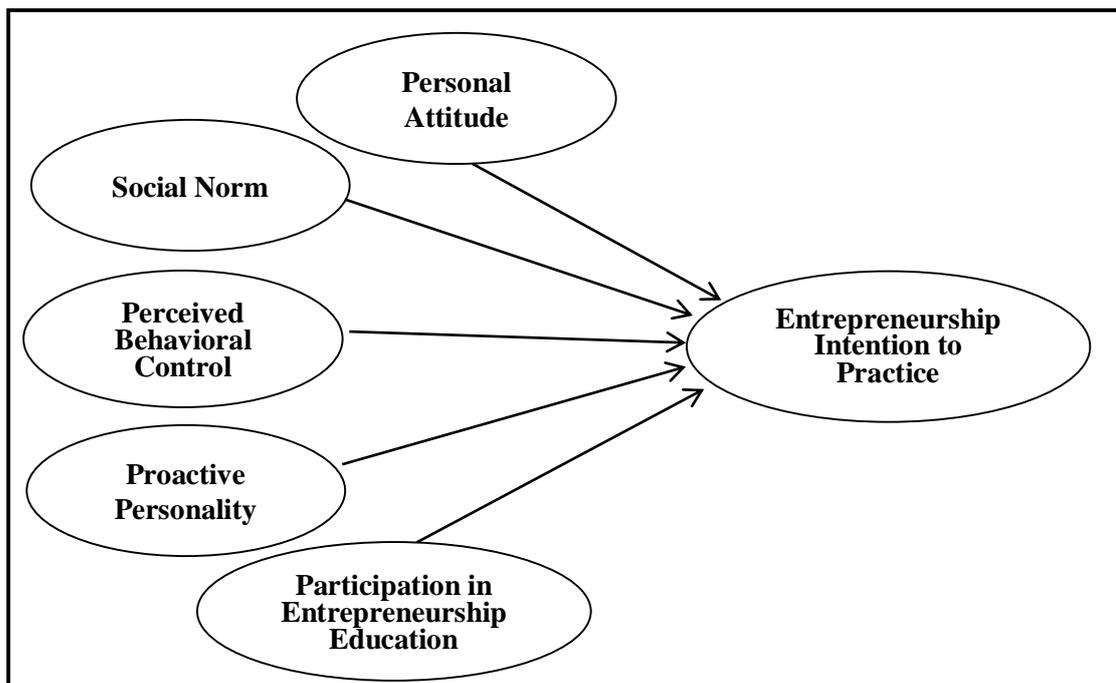
## **2.0 LITERATURE REVIEW**

Entrepreneurs have proven an important role in the prosperity creation of today's society. The entrepreneurial process begins with entrepreneurial intention (Liñán & Fayolle, 2015) where it is identified as the first obligation to start a new business (Krueger et al., 2000), and it is served as a key element of entrepreneurial conduct. Zhang et al. (2015) reported entrepreneurial intention creates a mindset that leads the attention of individuals to achieve a goal or something. There are two main elements of intention which are personal preferences and external conditions. Entrepreneurial intentions are formed by attitudes such as personal traits and situational factors towards entrepreneurship (Van Gelderen et al., 2008; Ajzen, 1991; Krueger et al., 2000; Pryor et al., 2016) as parallel with Theory of Planned Behaviour

Analyzing entrepreneurial intention may enhance our perception of future entrepreneurial behavior. Readiness to entrepreneurial practices depends on the strength of intention which is influenced by people's behavior Gielnik et al., 2014). Shane et al. (2012) concluded that

the competitive development of a small start-up relies on the ability of students to convert their minds into a business. Meaning to say, the finding of new opportunities and willingness to use them relies heavily on students' readiness to take part in these entrepreneurial endeavors (Barringer & Ireland, 2015). Readiness is the desire and capacity of doing something. It also applies to the atmosphere in which a person or institution is prepared for a possible challenge (Ruiz et al., 2016). On this point, strong entrepreneurship depends on the desire and entrepreneurial competencies as well as environmental conditions.

The framework in the Theory of Planned Behavior consists of attitude, subjective norm and perceived behavioral control (Ajzen, 1991) which lead to a person's intention relating to entrepreneurship. Therefore, besides those found in the Planned Behavior Theory, there are also other determinants. In theory, attitudes, social norms, and controlled behavior are the three basic determining factors in explaining any planned behavior. This research aims to focus on the earlier proposed model of Theory of Planned Behavior while including two additional determinants: proactive personality and participation in entrepreneurship education. Based on this view, Figure 1 shows the research framework for this study.



**Figure 1: Conceptual Framework**

This study conjectures that the students' entrepreneurship intention to practice can be assessed from the point of their readiness. Hence, this study proposes that there is an influence between students' readiness (personal attitude, social norm, perceived behavioral control, proactive personality, and participation in entrepreneurship education) towards the students' intention to practice in entrepreneurship (dependent variable). Next sub-sections discuss these five determinants briefly.

## **2.1 Personal Attitude**

Personal attitude refers to the extent to which a person has a favorable or unfavorable assessment of the conduct concerned. (Ajzen, 1991). Generally, the more desirable the behavior towards the action, the greater the intention of a person to undertake the behavior (Ajzen, 1991). In the context of entrepreneurship, Kolvereid (1996) suggested the behavior

against entrepreneurship is the disparity between personal attractiveness to be self-employed and organizationally employed. Nevertheless, it is believed that a high self-employment attitude simply means that the students are more self-employed favors than working with others. On the other hand, Soomro and Shah (2015) argued that personal attitude applied to the understanding of individuals toward the personal suitability of pursuing business behavior. Previous studies suggest that personal attitudes give an impact on entrepreneurship intentions significantly (Tshikovhi & Shambare, 2015). Rauch and Hulsink (2015) further argued that entrepreneurial attitudes and perceptions play a major role in the development of entrepreneurial intention. In line with that, Ferreira et al. (2012) discovered that personal attitude had a positive impact on entrepreneurial intention.

## **2.2 Social Norm**

The social norm applies to the greater societal pressure to deliver entrepreneurial activities (Ajzen, 1991). A social norm is a vital determining factor for an individual to get involved in entrepreneurial activities especially for those without entrepreneurial experience. They are easy to be affected by their social environment when they have little entrepreneurial experience. Views from friends and family members are likely to convince or inhibit possible entrepreneurial activities. Engle et al. (2010) stress that the influence of social norms can come from parents, friends or partners. This refers to a person's belief whether the individual or peer group and others think he or she should participate in the activity.

## **2.3 Perceived Behavioral Control**

Perceived behavioral control pertains to the perceived simplicity or complexity of conduct and is believed to represent history but also expected obstacles and challenges (Ajzen, 1991). Kolvereid (1996) suggests that perceived behavioral control represents a potential ability to engage as an entrepreneur. Logically, people with strong confidence in their ability to run business activities are more inclined to have a minimal risk mindset of engaging these activities (Liñán, 2008); therefore, they may be very willing to start an enterprise. The controlled behavior indicates resources and opportunities that people seem to believe they can gain or create to set up a business (Shirokova et al., 2016). The previous study by Schlaegel and Koenig (2014) found that perceived behavioral control TPB positively influence entrepreneurial intention. Further, Cruz et al. (2015) found that perceived behavioral control influences attitudes towards entrepreneurship aspirations among Timor Leste's students of economic faculties. Similarly, Utami (2017) suggested that behavior control factors have an impact on student intention in entrepreneurship in Indonesia.

## **2.4 Proactive Personality**

Proactive personality has been launched by Bateman and Crant (1993) as one of the proactive components in organizational behavior. Proactive personality is aimed to recognize differences between individuals in the degree to which they behave to influence their environments. Bateman and Crant (1993) identified proactive personality as one who is relatively unconstrained by the forces of the situation and that affects the environment. Proactive individuals recognize and capitalize on opportunities. They exhibit initiative, action-oriented, and persevere until they convey something significant change. On the other hand, people who are passive show the adverse trend that can be defined as failing to recognize and be alone in exploiting opportunities.

Previous studies suggest that proactive personality significantly predicted entrepreneurial intentions (Osiri et al., 2019). Hansen et al. (2011) concluded that the main factor affecting entrepreneurial purpose is a positive personality because it is closely connected to the recognition of opportunities. Further, Hu et al. (2018) identify that students' positive personality has linked to their enterprising awareness, which in turn impacts their business intention. A finding by Travis and Freeman (2017) revealed that proactive individuals are more inclined to report intentions to start a business compared to individuals low in proactive personality. They believe that people with a positive personality are more closely to seek out, identify, and act on opportunities in the environment.

## **2.5 Participation in Entrepreneurship Education**

Entrepreneurship curriculum is an individual's deliberate effort to boost awareness of entrepreneurship (Gerba, 2012). According to Kurniawan (2013), entrepreneurship education is a study that examines values, abilities, and attitudes in the presence of life challenges in seeking resources with a diverse variety of potential risks. In entrepreneurship education, it teaches how to observe the opportunities and risks faced by the world of business (Rasli et al., 2013). In line with this, Ibrahim et al. (2015) supported that entrepreneurship education as the enabler to boost students' alertness relating to entrepreneurship as their careers. In order to identify opportunities, the critical elements that need to be considered are entrepreneurial education, networking and financial supports (Simoes et al., 2016). A research by Iqbal et al (2012) found that most students assumed that after students had taken part in entrepreneurship education: (a) they would have a high likelihood of success if they started their own business; (b) they were perfectly willing to run their own business, and (c) the training program for entrepreneurship gave them ample knowledge and expertise to start their own business successfully. Maryam and Thomas (2015) disclosed that education in entrepreneurship was very important in improving the entrepreneurial skills of individuals and in the career stages – i.e. starting from intention, starting a business, and running a business.

A research found that entrepreneurship education program had influenced positive attitude towards entrepreneurship (Rauch & Hulsink, 2015). Ginanjar (2016) confirmed that education can be one important variable in the creation of entrepreneurs through higher education. Hikkeroya et al. (2016) argued that entrepreneurial intention is the result of an understanding of entrepreneurship received by students in entrepreneurship education that they have the intention and spirit to start self-employment. In addition, Hussain and Norashidah (2015) indicated the substantial influence of entrepreneurial education on students' entrepreneurial intentions. Rudhumbu et al. (2016) found that students' engagement in entrepreneurship education would increase their involvement in entrepreneurship.

## **2.6 Individual Characteristics**

Entrepreneur's individual characteristics heavily relied on the readiness to transform from intention to real actions (Jain & Ali, 2013). Among those are gender (Joensuu et al., 2013), age (Alvarez-Herranz et al., 2011), and faculty (Giacomin et al., 2015). A finding from Haus et al. (2013) stated that women are likely to show a lower average of attitude, perceived behavior control and subjective control towards entrepreneurship compared to men. Similarly, Karimi et al. (2014) disclosed that men have a more positive attitude towards entrepreneurship than women. Contrary, Joensuu et al. (2013) in their findings found that female students tend to initiate a new business during their studies compared to male students.

Further, the individual's age is one of the main elements that help a person to transform their entrepreneurial intention to the real entrepreneurship activities. (Hatak et al., 2015). In other studies, found that younger people are more likely to get involved in entrepreneurial progression due to certain characteristics such as active, strong, passionate and motivated to accomplish their objectives (Alvarez-Herranz et al., 2011). Besides, Ismail et al. (2015) suggested that the entrepreneurial orientation of faculty is having more influence on entrepreneurial intention.

Therefore, the presence of gender, age and faculty dissimilarities might result in different levels of intention to entrepreneurial practices.

### **3.0 RESEARCH METHODOLOGY**

The sampling frame of this study will be several faculties at the Universiti Selangor. Specifically, this research was carried out in four faculties namely as Faculty of Business and Accountancy, Faculty of Communication, Visual Arts and Computing, Faculty of Engineering and Life Sciences, and Faculty of Educations and Social Sciences. This research's population is the undergraduate students in the respective faculties. As of 30th June 2019, there are a total of 8,437 undergraduate students in these four faculties. This study follows the decision model table proposed by Krejcie and Morgan (1970) to determine the necessary sample size because their sample decision model is claimed to be able to provide a good sample size decision. Since the population of undergraduate students in these four faculties is 8,437 students, this research needs at least 368 respondents to initiate the indicatives of the sample for the generalisability of this research. The stratified cluster sampling method is used in deciding the number of the sample from each faculty.

All scales in this research assessed on Likert scales of seven points ranging from 1 with "strongly disagree" to 7 with "strongly agree". A Likert-scale method with seven points was used because of its accuracy and reliability (Sekaran & Bougie, 2016). This research adopted the scale of five items originally developed by Ajzen (1991) to calculate the Entrepreneurial Intention. Personal Attitude and Social Norm were measured using five items scale each, while Perceived Behavioral Control was measured using six items. Proactive Personality was measured using five items and Participation in Entrepreneurial Education was measured using four items.

### **4.0 RESULTS AND DISCUSSIONS**

Out of 368 questionnaires distributed, only 301 questionnaires have been returned, making the percentage of return rate is 84%. There are four (4) respondents started but did not complete the survey. These half-finished surveys had been omitted from the total returned for analysis. The final number of accepted surveys in the data analysis was 301 (82%).

Table 1 reports that the respondents in this study are dominated by the female (60.1%) compared to the male (39.9%). Respondents also were categorized into four different age groups distributions. Most of the participants in this study were in the group of between 22 and 23 years old (40.2%), followed by in the age group of 20 and 21 years old (30.2%). Besides, there are only 23 respondents (7.6%) were at the age of below 20 years old. Table 1 also shows that the respondents participate in this study came from various faculties. The majority of respondents are undergraduate students from the Faculty of Business and Accountancy (61.8%), followed by the Faculty of Communication, Visual Arts and

Computing (22.3%). There is around 8.6% participation from the Faculty of Educations and Social Sciences. Finally, the least participation is from the Faculty of Engineering and Life Sciences (7.3%).

**Table 1: Respondent's Profile**

Profile	Characteristics	Frequency	Percentage (%)
Gender	Male	120	39.9
	Female	181	60.1
Age Group	Below 20 years	23	7.6
	20 – 21 years	91	30.2
	22 – 23 years	121	40.2
	Above 24 years	66	21.9
Parents Self-employed	Yes	180	59.8
	No	121	40.2
Faculty	Faculty of Business & Accountancy	186	61.8
	Faculty of Com, Arts & Computing	67	22.3
	Faculty of Engineering & Life Sciences	22	7.3
	Faculty of Educations & Social Science	26	8.6

#### 4.1 Reliability Analysis

Before the data analysis, it is necessary to take into account the reliability of the sample, to ensure the quality of measurement. The reliability using Cronbach's Alpha value is employed to find out the reliability of constructs. Constructs can be considered as reliable if the Cronbach's alpha value was set to 0.7 and above (Pallant, 2016).

**Table 2: Reliability Results with Cronbach's Alpha Coefficient**

Variables	Cronbach's Alpha	Items
Personal Attitude	.892	5
Social Norms	.823	5
Perceived Behavioral Control	.891	6
Proactive Personality	.837	5
Participation in Entrepreneurship Education	.890	4
Entrepreneurial Intention to Practices	.898	6

Table 2 depicts that the Entrepreneurial Intention to Practice construct was represented the highest Cronbach's alpha value with  $\alpha = 0.898$ . Meanwhile, the values of other variables were highly satisfactory for all subscales ( $\alpha > .70$ ). Therefore, all constructs are considered acceptable based on the evaluation of internal consistencies Hence, based on the assessment of internal consistencies, all constructs are considered acceptable because each alpha value of the Cronbach's has exceeded the required threshold.

## 4.2 The Difference in the Level of Intention to Entrepreneurial Practice

This section summarizes and addresses the study results relating to the first research goal to be established, which is to determine the level of intent to entrepreneurial practices based on different gender, age, and faculty. Different *t*-test samples were performed to assess the degree of entrepreneurial intention to practice among students of a different gender. Table 3 reveals that there is no significant difference between female and male students in the degree of intention to conduct business ( $T(2, 301) = 1.533$ ,  $p\text{-value} > .05$ ). This result indicates that the intention for entrepreneurial practice between males and females is similar. Nonetheless, the mean value indicates female students had a slightly lower entrepreneurial intention to practices than male students. This result is in line consistent with Karimi et al. (2014) studies who found that women's attitude is likely positive towards entrepreneurship compared to men.

**Table 3: The Level of Entrepreneurial Intention to Practice among Students in Different Gender**

Gender	n	Entrepreneurial Intention		Independent Samples <i>t</i> -test	
		Mean	SD	<i>t</i> -statistic	<i>p</i> value
Male	120	<b>4.899</b>	1.247	<b>1.533</b>	<b>.126<sup>ns</sup></b>
Female	181	4.686	1.123		

Notes: Result is significantly different between mean at the \*\*\* 1% level and \*\* 5% level, respectively, using two-tailed tests.

Besides, a One-way Variance Analysis (ANOVA) was performed to compare the level of intention to entrepreneurial practices based on the different age groups. The results of the ANOVA test are reported in Table 4 based on four age groups of students. In ANOVA, significant *F* test ( $F(4, 301) = 2.079$ ,  $p\text{-value} < .1$ ) indicates that there is a difference in the level of intention to entrepreneurial practices among students at a different age, where at 10% level, it is statistically significant. The mean value indicates students at the age of 22 to 23 years old have more intention for entrepreneurial practices than students in other age groups. Perhaps, at this age, the students had taken the entrepreneurship course at the university and eager to realize their ambitions.

**Table 4: The Level of Entrepreneurial Intention to Practice among Students in Different Age**

Age Group	n	Entrepreneurial Intention		ANOVA	
		Mean	SD	<i>F</i> -test	<i>p</i> value
Below 20 years	23	4.341	0.8667	<b>2.079</b>	<b>.084*</b>
20 – 21 years	91	4.713	1.124		
22 – 23 years	121	<b>4.979</b>	1.165		
Above 24 years	66	4.627	1.477		

Notes: Results significantly different at the \*\*\* 1 percent level and \*\* 5 percent level, respectively, using two-tailed tests.

Finally, to compare the level of intention to entrepreneurial practices based on different faculty, a One-way Analysis of Variance (ANOVA) had been used. Table 5 reveals the results of the ANOVA test according to four faculties in the Universiti Selangor. A significant *F* test for ANOVA ( $F(4, 301) = 0.3.276$ ,  $p\text{-value} > .05$ ) indicates that there is a significant difference in the level of intention to entrepreneurial practices among students at different faculty. The mean value of entrepreneurial intention shows that students at the Faculty of Business and Accountancy have more intention for entrepreneurial practices than students in

other faculties. Perhaps, participation in entrepreneurship education offered by the faculty helped to stimulate students' interest in entrepreneurship because there are entrepreneurship projects that compulsory to be involved by all students. This result is in tandem with findings by Hikkeroya et al. (2016) whereby they argued that understanding and exposure of entrepreneurship received by students may enhance their intention and spirit to start their own business. Contrary, students at the Faculty of Education and Social Science have the least intention for entrepreneurial practices in the future. Perhaps, they are more interested to work in the education field such as teachers or tutors.

**Table 5: The Level of Entrepreneurial Intention to Practice among Students in Different Faculty**

Faculty	n	Entrepreneurial Intention		ANOVA	
		Mean	SD	F-test	p value
Fac. of Business & Accountancy	186	<b>4.932</b>	1.105	<b>3.276</b>	<b>.012**</b>
Fac. of Com, Arts & Computing	67	4.692	1.289		
Fac. of Eng. & Life Sciences	22	4.294	1.127		
Fac. of Edu. & Social Science	26	4.250	1.217		

*Notes:* Results significantly different at the \*\*\* 1 percent level and \*\* 5 percent level, respectively, using two-tailed tests.

### 4.3 The Relationship between Students' Readiness and Entrepreneurial Intention to Practice

The findings of the second research objective which is to investigate the impact of readiness of students on entrepreneurial intention to practice among students at Universiti Selangor was discussed. Students' readiness under consideration is a personal attitude, social norm, perceived behavioral control, proactive personality, and participation in entrepreneurship education. Table 6 reveals that the regression model ( $F(5, 301) = 100.972$ ,  $p\text{-value} < .05$ ) is significant at the confidence level of 99% level, and the overall fit of the model is moderate with an R2 value of 63.4% of the variation in the entrepreneurial intention to practice. Approximately, 63.4% of the total variability in the entrepreneurial intention to practice is accounted for by the predictor variables collectively in the model.

According to the findings in Table 6, it shows the entrepreneurial intention to practice among students at the University of Selangor has a positive and important impact and all are significant at 1%. The finding of this study suggests that respondents with a highly favorable attitude towards self-employed are more likely to have the intention of embarking into entrepreneurship. This result is consistent with Tshikovhi and Shambare (2015) who found that personal attitudes have a major influence on the intentions of entrepreneurship. Further, the finding of this study suggests that respondents with high confidence in their ability to carry out business activities are more likely to have a clear desire to engage with these activities. Perhaps, the respondents believe that they have resources and opportunities to start their own business. This result is in tandem with a finding by Utami (2017) that found behavior control factors influence student entrepreneurship intention.

Further, this study suggests that proactive personality positively influence entrepreneurial intention to practice among students. Perhaps, students that actively searching for ideas and opportunities are more likely ready to start and develop their entrepreneurial project. This result is similar to a finding by Travis and Freeman (2017) who suggests that proactive

individuals are more inclined to report intentions to commence a business directly linked to individuals low in proactive personality. Finally, this study reveals that participation in entrepreneurial education positively enhances students' intentions for entrepreneurial practice. This indicates that the curriculum that been taught in university had encouraged them to be involved in the entrepreneurial field. This study is in parallel with an argument by Rudhumbu et al. (2016) that found students believe that their engagement in entrepreneurship education has helped to boost their passion for entrepreneurship.

**Table 6: The Relationship between Students' Readiness and Entrepreneurial Intention to Practice**

	<b>Std. Beta Coefficient</b>	<b>t-statistic</b>	<b>p value</b>
Intercept		-2.048	.041 **
Personal Attitude	<b>.453</b>	<b>9.792</b>	<b>.000***</b>
Social Norm	.030	.689	.492
Perceived Behavioral Control	<b>.237</b>	<b>5.423</b>	<b>.000***</b>
Proactive Personality	<b>.164</b>	<b>3.382</b>	<b>.001***</b>
Participation in Entrepreneurial Education	<b>.146</b>	<b>3.522</b>	<b>.000***</b>
<b>Model Summary:</b>			
R <sup>2</sup> value			63.4%
<b>Anova Results:</b>			
F-value			<b>100.972</b>
Sig. value			.000***
Obs.			301

Note: Association is significant at \*\*\* 1% level, \*\* 5% level, respectively, using two-tailed tests.

In predicting the dominant students' readiness preference in influencing entrepreneurial intention to practice among students in the Universiti Selangor, this study refers to the Beta Value under the Standardised Coefficient. Table 6 reveals that personal attitude is the most dominant readiness factor as it has the highest influence towards entrepreneurial intention to practice ( $\beta = 0.453$ ) and it is followed by perceived behavioural control ( $\beta = 0.237$ ). Meanwhile, proactive personality ( $\beta = 0.164$ ) and participation in entrepreneurial education ( $\beta = 0.146$ ) have the least influence on the students' intention for entrepreneurial practice. On the other hand, the social norm does not influence entrepreneurial intention to practice as this variable is not significant.

## 5.0 CONCLUSION

Education institutions such as universities, colleges and schools can be a platform or medium to transfer entrepreneurship knowledge to promote economic growth. Introduction about entrepreneurship program and activities can enhance entrepreneurial intentions among students. Therefore, education institutions can be a part of main contributor to our country as a start-up facility by giving proper training to the new generations to become successful entrepreneurs. The finding of this study suggests that undergraduate students in the Universiti Selangor have moderate readiness toward entrepreneurial intention to practice in future. This study signifies that personal attitude, perceived behavioural control, proactive personality and participation in entrepreneurial education are positively enhances intention in entrepreneurial

practice among students in the Universiti Selangor. Contrary, social norm does not a significant factor towards entrepreneurial intention to practice. Perhaps, the students still not facing social pressure and students nowadays are preferred to be independent when deciding on their future undertaking.

There are two major streams of literature for this study. This study leads to the literature of entrepreneurial intention by recognizing the process for turning entrepreneurial intentions into business activities. Meanwhile, for the individual level, personal attitude and proactive personality is the key of personal characteristics that need for the entrepreneurial intention process. The environmental view is considered by analyzing the role of the social norm, perceived behavioral control, and participation in entrepreneurial education by students in the process of establishing a new business venture by the undergraduate's students. Second, this study provides a support for the Theory of Planned Behavior from the entrepreneurship dimensions, disclosing the requirements needed to turn entrepreneurial expectations into activities. Finally, this study has direct implementation for education institution to restructure the entrepreneurial courses offered to encourage students involved in entrepreneurial activities.

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